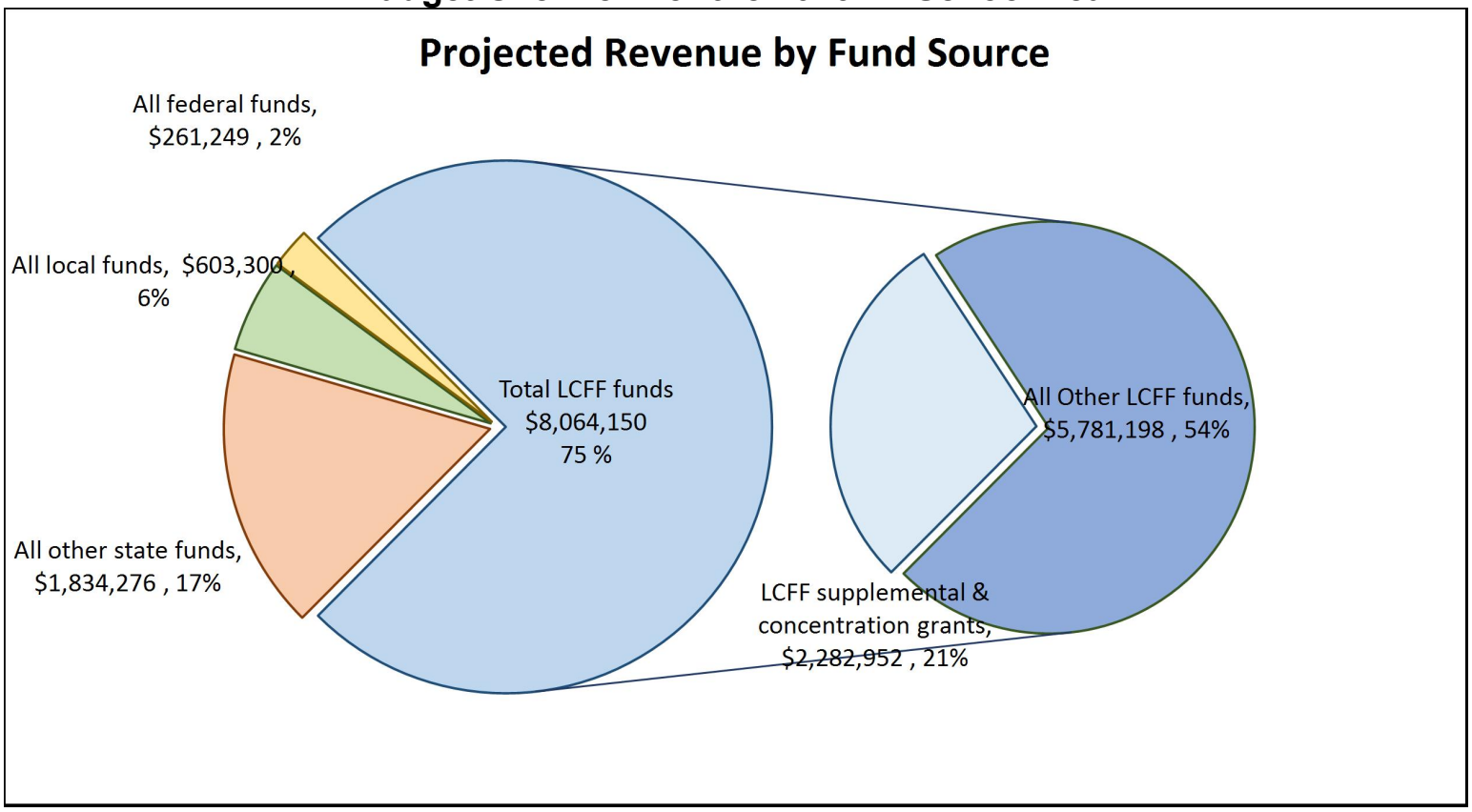
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palo Verde Union Elementary
CDS Code: 54-72033-6054191
School Year: 2026-27
LEA contact information:
Phil Anderson
Superintendent
phil.anderson@paloverdeschool.org
559-688-0648

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

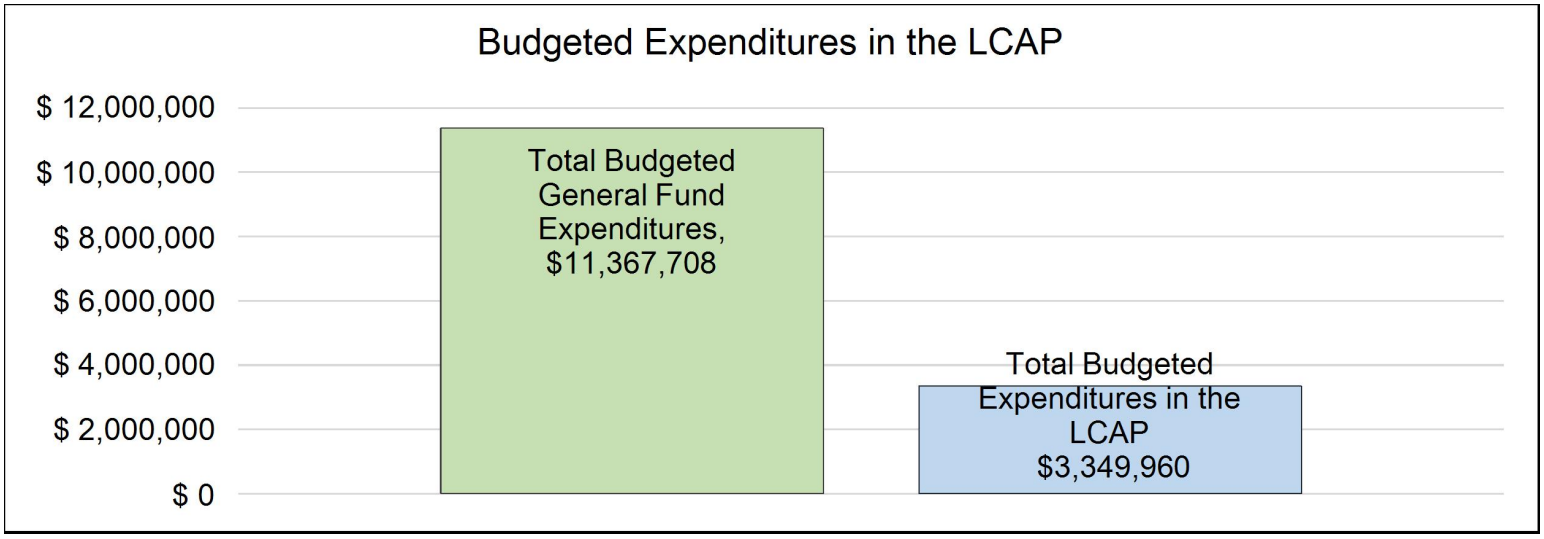


This chart shows the total general purpose revenue Palo Verde Union Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Palo Verde Union Elementary is $10,762,975, of which $8,064,150 is Local Control Funding Formula (LCFF), $1,834,276 is other state funds, $603,300 is local funds, and $261,249 is federal funds. Of the $8,064,150 in LCFF Funds, $2,282,952 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Palo Verde Union Elementary plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Palo Verde Union Elementary plans to spend $11,367,708 for the 2026-27 school year. Of that amount, $3,349,960 is tied to actions/services in the LCAP and $8,017,748 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

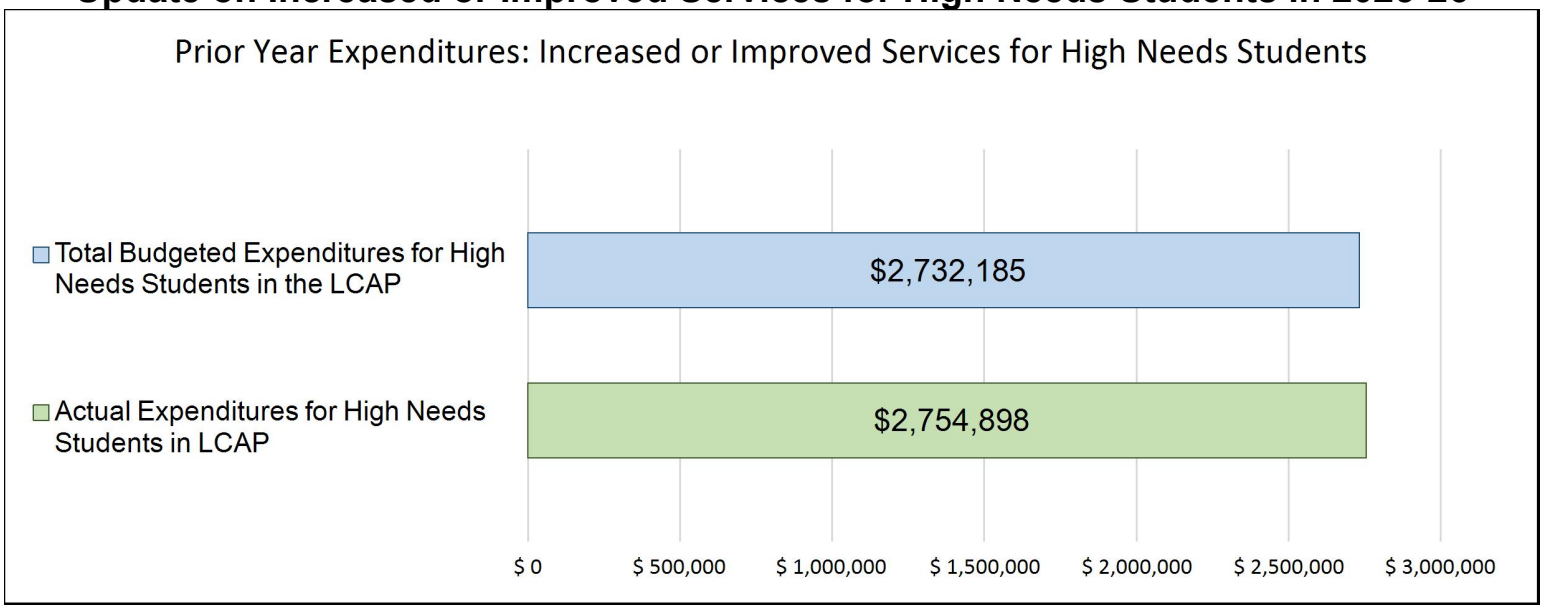
All general operating costs to include teacher, admin and support salaries, school and district office staff, school facility costs, and specialized programs to include after school and summer school.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Palo Verde Union Elementary is projecting it will receive $2,282,952 based on the enrollment of Foster Youth, English learner, and low-income students. Palo Verde Union Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Palo Verde Union Elementary plans to spend $2,762,185 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Palo Verde Union Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Palo Verde Union Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Palo Verde Union Elementary's LCAP budgeted $2,732,185 for planned actions to increase or improve services for high needs students. Palo Verde Union Elementary actually spent $2,754,898.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palo Verde Union Elementary	Phil Anderson Superintendent	phil@palo-verde.k12.ca.us 559-688-0648

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Palo Verde Union Elementary is a rural, single--site school district encompassing approximately 20 square miles, located just southwest of the city of Tulare.

511 TK through eighth grade students are served, according to the 2025 California School Dashboard. In the past seven years, the district has been in declining enrollment due to the economy and loss of many agriculture related jobs, but last year (2025-26) enrollment increase slightly by 10 students. The demographics of the district ethnic composition per the 2025 CA School Dashboard includes 92% Hispanic and 5.7% White with 1% African American, 0.6% Asian, 0.2% two more races. According to the December 2025 California School Dashboard, the district is composed of 89% Socioeconomically disadvantaged, 40.1% English Language Learners and 5.9% students with disabilities.

Palo Verde originated in 1949 and today’s campus encompasses 19.75 acres. There are sixteen permanent classrooms and eleven portable classrooms in -use on the campus. The sixteen permanent classrooms were remodeled in 1994, and recent construction has added a multi-purpose building with six new classrooms. The administration office and three sets of bathrooms were modernized in 2014. In 2015-2016, an acre of property was devoted to a beautiful campus garden with raised beds equipped with drip irrigation for all classrooms, two open--shaded classroom structures, two storage sheds stocked with garden equipment and supplies. The school also has two fully- equipped science labs, and four computer labs. All classrooms are equipped with five internet capable multi-media computers. During a recent facility inspection, the school was found to be in overall “good condition”.

Our teachers and staff believe that education is a shared responsibility — shared by the school, the parents, and the students. By working together, we can make our vision a reality, whereby all students perform at their maximum potential, and where differences of language, culture, economics, and abilities are celebrated, and become sources of strength for our students. The priorities of our school are to attain high student achievement, self--esteem, and a love of learning. We are extremely proud of the quality of education students receive at Palo Verde. It prepares them well for their continuing education in high school, college, their chosen careers in their adult lives.

In addition to our core academic program, we offer enriching as well as supplemental programs that enhance our student body including Poetry and Prose, Spelling Team, Math Team, History Day, Science Olympiad, Student Leadership Team and Spanish, Garden, Art and Crafts, and Band electives for our 6- 8th grade students. The students are given many opportunities to feature their talents both academically and socially. Our staff strives toward building a school community whereby students and staff interact in a peaceful and cooperative environment that promotes order and highlights learning.

Our school community has worked hard to provide Palo Verde students with the very best education possible. This hard work and dedication has paid off in substantial academic success as Palo Verde is proud to be a California Distinguished School, and a two- time Title I Academic Achievement Award winner. Our staff is committed to making this school year another exciting and successful experience for each of our students. We are very fortunate to have many experienced and highly trained teachers passionate about making a difference for our students.

Palo Verde is dedicated to serving each student's individual needs as well as reaching our overall school academic goals. Our staff strives toward building a school community whereby students and staff interact in a peaceful and cooperative environment that promotes order and highlights learning. At Palo Verde School, we provide the essential components of a quality school program. A rigorous academic curriculum is in place to challenge and meet the needs of all our students. Board members, staff, parents and students are committed to continued improvement and working together to make Palo Verde a distinguished school.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

California Dashboard Performance Data (As of December 2023)

ACADEMIC PERFORMANCE

-English Language Arts: Overall, students performed in the "Yellow" range with an average of 14.5 points below standard. This was an increase of 18.9 points from last year's performance.
No student subgroups fell in the "Red" or "Orange" ranges.
2024 DASHBOARD UPDATE: No students group performed in the "Red" range and overall school performance fell into the "Yellow" range with 12.1 points below standard as the average score, a slight growth of 2.4 points.
2025 DASHBOARD UPDATE: No students group performed in the "Red" range and overall school performance fell into the "Orange" range with 22.5 points below standard as the average score, a decline of 10.4 points.

-Mathematics: Overall, students performed in the "Green" range with an average of 22.7 points below standard. This represented an increase of 26.7 points from the prior year.
No student subgroups fell in the "Red" or "Orange" ranges.
2024 DASHBOARD UPDATE: No student groups fell into the "Red' Range with the overall student level in the "Orange range" and an average score of 25.1 points below standards- a slight decline of 2.5 points.
2025 DASHBOARD UPDATE: No student groups fell into the "Red' Range with the overall student level in the "Orange range" and an average score of 30.9 points below standards- a decline of 5.8 points.

-English Learner Progress: English Learner students performed in the "Orange" range with 45.1% making progress towards English Proficiency.
This represented a decline of 10.6% from the prior year.
2024 DASHBOARD UPDATE: No student groups fell within the "Red" range with overall scores in the "Yellow" range. 46.1% of student made progress- a slight increase of 1%.
2025 DASHBOARD UPDATE: English Learners student groups fell within the "Red" range with overall scores in the "Red" range. 35.1% of student made progress- a decline of 11%.

-Implementation of Academic Standards: The district continues to meet this requirement

ACADEMIC ENGAGEMENT

-Chronic Absenteeism: Overall, the students fell into the "Yellow" category with 15.4% chronically absent. This represented a decline of 20% from the prior year.
No group was in the "Red' range.
2024 DASHBOARD UPDATE: White students fell within the "Red" Range with 23.5% being chronically absent- a 9.2% increase over the previous year. Overall, the school had 9.8% chronically absent, an improvement of 5.6% from the previous year.
2025 DASHBOARD UPDATE: No student subgroups fell within the "Red" Range with 9.6% being chronically absent. Overall, the school had 9.6% chronically absent, maintained at -0.2% from the previous year.

-Access to a Broad Course of Study: The district continues to meet this requirement

CONDITIONS & CLIMATE

- Suspension Rate: Overall, students fell into the "Yellow" category with 1.7% suspended at least one day. This was a slight decline of 0.1% from the previous year.

No group was in the "Red" range. English Learners, Socioeconomically Disadvantaged, and White students were in the "Orange" range with
2024 DASHBOARD UPDATE: Overall, the school fell into the "Green" area on the dashboard with 0.9% suspended- an improvement of 0.7%. No student groups fell into the "Red" category on the dashboard.
2025 DASHBOARD UPDATE: Overall, the school fell into the "Green" area on the dashboard with 1.1% suspended- maintained 0.2%. No student groups fell into the "Red" category on the dashboard.

-Basics: Teachers, Instructional Materials, Facilities: The district continues to meet this requirement as shown by teacher surveys on

alignment of instructional materials and classroom walkthroughs evaluating instructional alignment with state standards
-Parent and Family Engagement: The district continues to meet this requirement as shown by family participation in events and the support of our community
-Local Climate Survey: The district continues to meet this requirement and maintain a safe and supportive campus environment for students and staff as shown by participation and discipline data

LOCAL DATA:

Palo Verde has no expulsions and no drop-outs reported for 2024-25, and that has been a continuing statistic, due to our outreach and small-school community supports.

LEARNING RECOVERY BLOCK GRANT INFORMATION:

The district will have $434,419 in unspent Learning Recovery Block Grants at the end of the 2025-26 school year and will expend $181,732 of those funds in the 2026-27 LCAP.
The goals/ actions identified for LREBG funding are found in Goal 1, Action 5.
These were chosen as allowable expenditures in the category of Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.
They are designed as evidence based solutions to address Academic Achievement as identified in the Educational Partners needs assessment process. They rely on the research behind implementation of Multi Tiered Systems of support and support the Tier One interventions and differentiation required to effectively implement MTSS at all three levels.

The district may be receiving additional proposed LREBG funding as outlined as part of the Governor's May Revision 2026-27 budget act. This proposed funding will be identified and addressed as part of the district's 2027-28LCAP.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Palo Verde does not qualify for Differentiated or other Technical Assistance at this time.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Regular staff meetings were held to gain teacher input into ongoing student needs and plan for adjustments in the current year and the upcoming new LCAP. These opportunities occurred monthly. On January 17 2026, cohort meetings were held to get more specific LCAP input. A staff survey was sent in Spring 2026 for additional input into ongoing program adjustments and site needs. The June 2026 Board meeting holds a public hearing on the full LCAP draft that has been developed, providing an additional opportunity for all educational partners to provide input.
Parents	Parents were engaged through Parent Teacher Organization meetings where student needs, community concerns, and program adjustments for the coming school year were discussed. These occurred monthly during the school year. The Parent Advisory Committee (which includes representatives of English Learner, Foster Youth, and Socioeconomically disadvantaged students) was engaged in LCAP feedback and reviewed the LCAP draft in May, 2026, to discuss ongoing LCAP need and the superintendent responded in writing. The superintendent responded to input in writing.

Educational Partner(s)	Process for Engagement
	DAC and School Site Council met on April 22, 2026 to engage in LCAP feedback and input on adjustments and needs for future planning as well as federal funding use. The full draft LCAP was shared with them. The superintendent responded to input in writing. The District English Learner Advisory Committee was engaged in LCAP feedback on 4/22/2026 The full draft LCAP was shared with them. The superintendent responded to input in writing. Fall and Spring surveys were sent to parents for additional input. The June, 2026 Board meeting holds a public hearing on the full LCAP draft that has been developed, providing an additional opportunity for all educational partners to provide input.
Students	The student advisory group was engaged in LCAP feedback in the Winter of 2025 and Spring of 2026 through forums. The superintendent responded in writing. Teachers collected student input in classroom forums and discussions to provide feedback on potential LCAP goals- ongoing through the year but particularly in January- February 2026. The June, 2026 Board meeting holds a public hearing on the full LCAP draft that has been developed, providing an additional opportunity for all educational partners to provide input.
Administrators	The Superintendent/ Principal and Assistant principal are the active screeners of all input data, adding their own input into the LCAP development process and reviewing/approving the draft for public hearing and Board review/approval. Leadership meetings were held quarterly with our local High School leadership for articulation and more input on programmatic and unduplicated community needs.

Educational Partner(s)	Process for Engagement
	The administration team met on April 15th and April 19, 2026 to review educational partner input, data, and the LCAP draft for alignment.
Other School Personnel	Classified Staff were engaged through quarterly meetings for input and planning of current and following year LCAP needs. A staff survey was sent in Spring 2026 for additional input into ongoing program adjustments and site needs. The June, 2026 Board meeting holds a public hearing on the full LCAP draft that has been developed, providing an additional opportunity for all educational partners to provide input.
Local Bargaining Units	There are no local bargaining units for the LEA
SELPA	SELPA consultation occurred at the monthly Directors of Special Education meetings with Tulare County Office of Education. This included the following dates: August 25, 2025 Oct. 6, 2025 Nov. 3, 2025 Dec. 1, 2025 Feb. 2, 2026 March 2, 2026 April 13, 2026 June 1, 2026

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The following is the input from the original 3 year LCAP plan development, but educational partner group. The overall sentiment in 2026 feedback was to stay the course and continue to work on consistency and quality of action implementation to allow them time to make meaningful impact.

Teachers-
Need for phonics curriculum (Actions 1.1 and 1.3)
Need for reading training for teachers and for classified. (Action 1.2)
Further safety training - response in the event of active shooter. (Action 2.6)

Math manipulative training. (Action 1.2)
Establishing common teacher vocabulary, common instructional techniques. (Action 1.2)
Need for support in handling severe behavior, working with autistic kids, establishing better communication between admin and staff. (Action 2.7 and 1.9)
Supplemental Materials in several areas (Action 1.3)
2025 Update- As this was the first year of the three year plan, teachers felt the same needs continued based on the data. In particular, additional math training vocabulary techniques to meet differentiated needs of students and reading/ phonics program work.
2026 Update- Instructional aides remain very important to the intervention work. (Actions 1.1, 1.5, 3.1)

Parents-
Parents continue to be concerned about overall school safety topics, with school shootings in the news. (Action 2.6)
They feel academic supports are strong in our school, for their children. (Actions 1.1, 1.5, 3.1)
They like the additional parent involvement programs and student activities (Actions 2.1, 2.3, 2.8)
They desire more sports opportunities for students (Action 1.4)
They appreciate the increased communication efforts (Action 2.4)
Transportation times are concerns with only two busses for our area. (Not included yet- funding issue)
Class Sizes remaining small (and potentially even smaller) were desired (Action 1.6 maintains our current lower class sizes)
Music program was desired (Action 1.7) but we have had difficulties filling that position due to lack of qualified candidates so far. Effort is ongoing.

2026 Update- Connectedness was a big topic of conversation as well as continuing to improve communication. (Action 2.4)

Other School Personnel-
Need for phonics curriculum (Actions 1.1 and 1.3)
Need for reading training for teachers and for classified. (Action 1.2)
Further safety training - response in the event of active shooter. (Action 2.6)
Math manipulative training. (Action 1.2)
Establishing common teacher vocabulary, common instructional techniques. (Action 1.2)
Need for support in handling severe behavior, working with autistic kids, establishing better communication between admin and staff. (Action 2.7 and 1.9)
Supplemental Materials in several areas (Action 1.3)
2025 Update: The reading program was emphasized for continuing work, but the other items were still important to maintain for the three years of the plan.
2026- Admin. note the need to continue with instructional focus and EDI professional development support.

Students-
More hands-on learning. Math manipulatives (Action 1.2)
Sports practices on Wednesday during early dismissals (ELOP Funded item)
Additional Tutoring opportunities (Action 1.4)

Lower class sizes (Action 1.5)
Keep Desmos and NewsELA (Action 2.2)
Safer Learning Environment, camera dead spots around corners (Action 4.7)
2025 Update: Sports continues to be an important issue as well as maintaining a safe campus for all students.
2026 Update: Engagement and music program were important (Action 1.7)

SELPA- No specific Input. Continue to work in partnership with TCOE for services.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will improve in academic core areas including math, English, Science, Social Science, Physical Education, and Mathematics. This includes Students with Disabilities, Foster Youth, and Socio-Economically Disadvantaged students. In order to close achievement gaps, there will be a particular emphasis in supporting the English Learner subgroup.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A strong academic program for students is our primary mission, as identified by all Educational Partners. In determining our needs in this area, we examined the metric data (listed at the start of this goal) and the following California School Dashboard Data:

-English Language Arts: Overall, students performed in the "Yellow" range with an average of 14.5 points below standard. This was an increase of 18.9 points from last year's performance.
No student subgroups fell in the "Red" or "Orange" ranges.

-Mathematics: Overall, students performed in the "Green" range with an average of 22.7 points below standard. This represented an increase of 26.7 points from the prior year.
No student subgroups fell in the "Red" or "Orange" ranges.

as well as the most recent California Science Test results:
All Students: 9.8 Points Below Standard
Socio-economically Disadvantaged: 9.74 Points Below Standard

and local measures of student performance.

The emphasis on our English Learner subgroup, including Long Term English Learners was as a result of the following 2023 data analysis:

Over 40% of our students are English Learners who are eager to learn a second language and be successful in school. It is our responsibility to help them accomplish that. The purpose of this critical goal is to apply the California English Language Development Standards in every classroom and the best of what we have learned about how to support and empower English Learners in our schools.

Last year, 45.1% of our EL students progressed on the ELPI, but that also means that 54.9% did not show adequate progress. We currently have 14 LTEL students who have been receiving language development services for six or more years, without attaining full fluency and 54 EL students deemed at risk of becoming LTEL because they are in year four or five and have not attained fluency.

In many cases, it was determined that the growth in both mathematics, language arts, and local performance data indicated successful actions in our previous LCAP, and those were brought forward and maintained in this new 3 year plan.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Student Average Scale Score (Grades 3-8) CA School Dashboard Indicator	ALL Students- 14.5 Points Below Standard White Students- 5.8 points below standard English Learners- 27.4 points below Standard Socio-economically disadvantaged- 14.2 Points Below Standard Hispanic Students- 15.1 points below standard Students with Disabilities- 141.9 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1)	ALL Students- 12.1 Points Below Standard (increased 2.4 points) White Students- 31.7 points above standard (increased 37.5 points) English Learners- 24.3 points below Standard (increased 3.1 points) LTEL- 40 points below standard New baseline	ALL Students- 22.5 Points Below Standard (decreased 10.4 points) White Students- 10.2 points below standard (decrease 21.5 points) English Learners- 37 points below Standard (decrease 12.7 points) LTEL- 53.6 points below standard (decreased 13.6 points)	ALL Students- At Standard English Learners- 10 points below standard Socio-economically disadvantaged- At Standard Hispanic students- at standard Students with Disabilities- 120.0 Points Below Standard Foster Youth Outcomes to be established when	ALL Students- decreased 8 points White Students- decreased 4.6 points English Learners- decrease 9.6 points LTEL- decrease 13.6 Socio-economically disadvantaged- decreased 12.1 points Hispanic Students- decreased 10.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CDE Dashboard LTEL- 40 points below standard (New baselined from 2024 Dashboard data)	Socio-economically disadvantaged- 13.2Points Below Standard (increased 1.0 points) Hispanic Students- 14.3 points below standard (increased 0.9 points) Students with Disabilities- 142.9 Points Below Standard (decreased 1.0 points) Foster Youth- No Data Reported- subgroup too small 2024 CDE Dashboard	Socio-economically disadvantaged- 26.3 Points Below Standard (decreased 13.1 points) Hispanic Students- 25.4 points below standard (decreased 11.2 points) Students with Disabilities- 146.3 Points Below Standard (decreased 3.4 points) Foster Youth- No Data Reported- subgroup too small 2025 CDE Dashboard	baseline data is available. LTEL- 20 points below standard- new target White student group- Maintain 30 points above standard- new target	Students with Disabilities- decrease 4.4 points Foster Youth- No Data Reported- subgroup too small
1.2	CAASPP ELA % of students meeting or exceeding grade level standards https://caaspp-elpac.ets.org/caaspp/	ALL Students- 45.48% White students - 44.45% English Learners- 20.69% Socio-Economically Disadvantaged- 44.96%	ALL Students- 48.75% (increase 3.27%) English Learners- 22.58% (increase 1.91%) Socio-Economically	ALL Students- 41.30% (decrease 7.45%) English Learners- 9.61% (decrease 12.97%) Socio-Economically	ALL Students- 55.0% English Learners- 30% LTEL - 25% Socio-Economically	ALL Students- decrease 4.18% English Learners- decrease 11.08% Socio-Economically Disadvantaged- decrease 4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic Students- 44.78% Students with Disabilities- 0.0% Foster Youth- No data reported, subgroup too small Spring 2023 results	Disadvantaged- 48.02% (increase 5.6%) Hispanic Students- 29.47% (decline 10.93%) LTEL, White, SWD, Foster Youth- No data reported, subgroup too small Spring 2024 results	Disadvantaged- 40.36% (decrease 7.66%) Hispanic Students- 39.94% (increase 10.47%) LTEL- 16.67% (new baseline) White- 58.83% SWD- 0% (new baseline) Foster Youth- No data reported, subgroup too small Spring 2025 results	Disadvantaged- 58.0% Hispanic Students- 45% Students with Disabilities- 10.0% Foster Youth Outcomes to be established when baseline data is available.	Hispanic Students- decrease 4.84% White Students- increase 14.38% LTEL- 16.67% (new baseline) SWD- 0% (new baseline) Foster Youth- No data reported, subgroup too small
1.3	CAASPP Math Student Average Scale Score (Grades 3-8) CA School Dashboard Indicator	ALL Students- 22.7 Points Below Standard White students- 33.2 points below standard English Learners- 25.2 points below standard Socio-economically disadvantaged- 22.8 Points Below Standard Hispanic Students-21.1 points below standard	ALL Students- 25.1 Points Below Standard (decreased 2.5 points) White Students- 31.7 points below standard (increased 37.5 points) English Learners- 22.58 points below Standard	ALL Students- 30.9 Points Below Standard decreased 5.8 points) White Students- 9.1 points above standard (increased 43.1 points) English Learners- 42 points below Standard	ALL Students- 15 Points below standard English Learners- 15 points below standard LTEL - 45 points below standard Socio-Economically Disadvantaged- 15	ALL Students- decrease 8.2 points White students- increase 24.1 points English Learners- decrease 16.8 points Socio-economically disadvantaged-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities- 166.5 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1) 2023 CDE Dashboard	(decreased 4.6 points) LTEL- 71.6 points below standard (New Baseline) Socio-economically disadvantaged- 24.7 Points Below Standard (decreased 2.0 points) Hispanic Students- 25.6 points below standard (declined 4.5 points) Students with Disabilities- 154 Points Below Standard (increased 12.5 points) Foster Youth- No Data Reported- subgroup too small 2024 CDE Dashboard	(decreased 12.2 points) LTEL- 79.8 points below standard (decrease 8.2 points) Socio-economically disadvantaged- 32.1 Points Below Standard (decreased 7.4 points) Hispanic Students- 34.2 points below standard (declined 8.6 points) Students with Disabilities- 139.6 Points Below Standard (increased 14.4 points) Foster Youth- No Data Reported- subgroup too small 2025 CDE Dashboard	Points Below Standard Hispanic Students- 15 points below standard Students with Disabilities- 140 Points below standard Foster Youth Outcomes to be established when baseline data is available.	decrease 9.3 Points Hispanic Students- decrease 13.1 points Students with Disabilities- Increase 26.9 points Foster Youth- No Data Reported (too small/ Subgroup = 1)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CAASPP Math % of students meeting or exceeding grade level standards https://caaspp-elpac.ets.org/caaspp/	ALL Students- 39.87% White students- 44.45% English Learners- 23.28% Socio-Economically Disadvantaged- 39.92% Hispanic Students- 40.40% Students with Disabilities- 0.0% Foster Youth- No data reported, subgroup too small Spring 2023 results	ALL Students- 28.69% English Learners- 18.18% Socio-Economically Disadvantaged- 40.29% Hispanic Students- 29.47% LTEL, White, SWD, Foster Youth- No data reported, subgroup too small Spring 2024 results	ALL Students- 34.04% (increase 5.35%) English Learners- 9.65% Socio-Economically Disadvantaged- 33.91% Hispanic Students- 32.80% (increase 3.33%) LTEL- 16.66% (new baseline) White- 58.82% (new baseline) SWD- 0% (new baseline) Foster Youth- No data reported, subgroup too small Spring 2025 results	ALL Students- 45.0% English Learners- 30% Socio-Economically Disadvantaged- 45.0% Hispanic Students- 45% Students with Disabilities- 10.0% Foster Youth Outcomes to be established when baseline data is available.	ALL Students- Decrease 5.83% English Learners- decrease 13.63% Socio-Economically Disadvantaged- decrease 6.01% Hispanic Students- decrease 7.60% LTEL- 16.66% (new baseline) White- 58.82% (new baseline) SWD- 0% (new baseline) Foster Youth- No data reported, subgroup too small
1.5	State Standards Implementation Rating Local Indicator self assessment	ELA - 5 ELD - 5 Math - 5 Science- 4 History - 5 2023-24 Local Indicator self assessment	ELA - 5 ELD - 5 Math - 5 Science- 4 History - 5 2024-25 Local Indicator self assessment	ELA - 5 ELD - 5 Math - 5 Science- 4 History - 5 2025-26 Local Indicator self assessment	ELA - 5 ELD - 5 Math - 5 Science- 5 History - 5	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Student access to a Broad Course of Study Local Indicator- CA Dashboard	"Met" per local indicator based on student schedule analysis and site master schedule 100% of students have access to or are enrolled in a broad course of study December 2023 Dashboard	"Met" per local indicator based on student schedule analysis and site master schedule 100% of students have access to or are enrolled in a broad course of study December 2024 Dashboard	"Met" per local indicator based on student schedule analysis and site master schedule 100% of students have access to or are enrolled in a broad course of study December 2025 Dashboard	Maintain "Met" 100% of students have access to or are enrolled in a broad course of study	Goal Met- Maintained "MET"
1.7	Student Digital Skill Proficiency Locally Calculated through course assessments and teacher lesson plans	100% of all students demonstrating grade level proficiency in digital skills embedded in State Standards 2023-2024 Data	100% of all students demonstrating grade level proficiency in digital skills embedded in State Standards 2024-2025	100% of all students demonstrating grade level proficiency in digital skills embedded in State Standards 2025-26	Maintain 100% of students showing grade level technology use proficiency.	Goal Met- Maintained 100%
1.8	Access to Standards-Aligned Instructional Materials Local Indicator and Williams Review	100% of students have access to standards-aligned instructional materials. 2023-2024	100% of students have access to standards-aligned instructional materials. 2024-25	100% of students have access to standards-aligned instructional materials. 2025-26	Maintain 100%	Goal Met- Maintained 100%
1.9	CAST ALL 5th & 8th grade students ETS.org report	All Students: 9.8 Points Below Standard White: No data reported, subgroup too small.	All Students: 8.7 Points Below Standard (increased 1.4 points)	All Students: 50 science Points (new baseline to correspond with CDE reporting	ALL Students - 55 points English Learner- 55 points	Change from Year 1 to Year 2 All Students- increased 1.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner- 30.5 points below standard Socio-economically Disadvantaged- 9.74 Points Below Standard Hispanic- 13.5 points below standard Students with Disabilities- No data reported, subgroup too small Foster Youth- No data reported, subgroup too small 2023-2024 Results	English Learner- 20.7 points below standard (increased 9.8 points) LTEL- 20.7 points below standard (new baseline) Socio-economically Disadvantaged- 8.1 Points Below Standard (increased 1.9 points) Hispanic- 8.5 points below standard (increased 1.7 points) White, SWD, FY- data not reported due to small group size. 2024-25 Results	change on 2025 dashboard) English Learner- 48.7 science points (new baseline) LTEL- 44.1 science points (new baseline) Socio-economically Disadvantaged- 49.5 science Points (new baseline) Hispanic- 49.4 science points (new baseline) White, SWD, FY- data not reported due to small group size. 2025 Results	Socio-Economically Disadvantaged Students- 55 points Hispanic Students- 55 Points Students with Disabilities and Foster Youth Outcomes to be established when baseline data is available. Established in 2026 to align with new reporting of Science Points	EL- Increased 9.8 points SED- Increased 1.9 points Hispanic - Increased 1.7 points New Baseline established with "Science Points"
1.10	% of Fully Credentialed Teachers CALSAAS Report	91.7% of teachers were fully credentialed 2023-2024	89% (23 of 26). 2024-25	100% of teachers were fully credentialed 2025-26	100% of teachers will be fully credentialed	increase 8.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	% of Teachers Appropriately assigned CALSAAS Report	92% of teachers were appropriately assigned for their credential area 2023-2024	100% of teachers were appropriately assigned for 2023-24 by end of school year.	100% of teachers were appropriately assigned for 2024-25 by end of school year.	100% of teachers will be appropriately assigned for their credential area.	Goal Met- Increased 8%
1.12	EL Students increasing English Proficiency Level (ELPI) CA School Dashboard	Long Term English Learners- New Baseline established in Dec. 2024 Dashboard- 52.2% making progress English Learners (ALL)- 45.1% (2023 Dashboard)	LTEL- 52.2%- new baseline EL- 46.1% December 2024 Dashboard	LTEL- 45.8% (decrease 6.3%) EL- 35.1% (decrease 11%) December 2025 Dashboard	LTEL- 55% EL (ALL)- 50%	Decreased 10% for all English Learner group LTEL- decreased 6.4%
1.13	EL student redesignation to "Fluent" CALPADS Report	All EL Students - 19% Long Term English Learners- 19% 2022-23 School Year Data	11% (22 of 193) 14% LTEL 2023-24	13% 11% LTEL 2024-25	All EL Students- 20% LTEL Students- 25%	Decrease of 6% all EL Decrease of 5% LTEL
1.14	CTE Course participation	New Metric 0% of students in CTE electives 2025-26 (Baseline)	Metric was added in year 2	0% of students in CTE electives 2025-26 (Baseline)	25% of students	New baseline established in 2025-26

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions within this goal were implemented as planned for the progression of the work in the three year LCAP.
There were no particular successes but Action 7 had challenges. We have been unable to find a qualified candidate for music instruction for most of this school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The 2025-26 LCAP contained no actions with a planned percentage of improved services. There are, however, a few actions with a material difference between budgeted and actual expenses.
Goal 1, Action 1 overspent by $45,080 (Reading Intervention) due to the additional staffing and training provided
Goal 1, Action 2 under spent by $46,103 (Professional Development) as the training was absorbed into Action 1 expenses
Goal 1, Action 5 under spent by $105,695 (Student Academic Interventions) due to less need than anticipated and use of materials left over from the prior year.
Goal 1, Action 7 underspent by $69,216 (Visual and Performing Arts) due to the inability to find qualified candidates to provide the services for music.
Goal 1, Action 8 overspent by $6,627 (Data Guided Systems) due to rising cost of contracted services

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Actions 1, 2, 3, 4, 5, and 7 are beginning to see results in the first year of the three year plan with increases across nearly all groups in ELA, and some increased in mathematics. (Metrics #1.1, #1.3) and Maintaining teachers fully credentials (1.6)
Actions 4 and 6 are effective in maintaining full access for students to a broad course of study. (Metric #1.6)
Action 8 is effective in maintaining our students' access to broad course of study (Metric #1.6) but not effective yet in increased SBAC/ CASSPP scores in ELA and Math (Metrics 1.1 and 1.3)
Action 9 was effective in maintaining 100% of students with technology proficiency (Metric #1.7)

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Budgeted expenditures have been updated throughout the plan.
Metric 1.9 was updated in the Target Outcome column to align with state's new reporting of CAST scores as "science points"
Metric 1.14 was added to align with new action 1.10 and the CTEIG grant application
Actions 1.5 and 1.6 were updated to show the change in LREBG funding for 2026-27
Action 1.10 was added to address educational partner identified needs in contextual learning, career awareness, and soft-skill/ SEL development.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Reading Intervention	Pay for 1.0 FTE Reading Intervention teacher to provide Tier II and Tier III reading support to students in grades 1-6 who have been identified for additional reading support through the universal screening process. STAR Reading Assessment will continue to be paid for and utilized as a universal screening tool. AIR Reading tutorial service is contracted to provide students and families with additional online tutoring in the area of reading support. Tutoring will be provided in person on campus after school. Title One Funding Included	$140,000.00	Yes
1.2	Professional Development	Provide professional development, based on analysis of grade level and individual staff need, in the areas of math, ELA, Science, Social Science, and Technology- aligned with the CA State Standards and Benchmarks in these areas, to support teacher development and instructional efficacy. Of particular focus is the inclusion of training for integrated EL instructional Strategies in order to support the language acquisition program. LTEL and EL integrated work will be a focus area included in upcoming trainings. Title III Funding Included	$83,075.00	Yes
1.3	Supplemental Instructional Materials	Provide Supplemental Materials to meet the needs of unduplicated students and student with special needs in Tier One and Tier Two Instruction/Intervention based on gaps identified by teachers when analyzing the gaps in core, adopted materials. A focus for 2025-26 will be the support for English Learner and LTEL student instruction, providing diverse instructional tools that support the strategies developed as part of LCAP action 1.2. Include purchase of supplemental ELD materials and programs such as: • Lexia,	$82,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Study Island, • Accelerated Reading, • NewsELA, READ180, • Track My Progress and • Imagine Learning. Purchase additional Spanish reading materials.		
1.4	Student extra-curricular and co-curricular extension activities.	Provide supports for extra-curricular activities including athletics, as well as co-curricular teacher leads in the areas of ELD, Math, and other core supports as identified based on analysis of unduplicated student needs. Extra duty pay for teachers to assume these roles beyond the normal duty day will be included in costs associated with this action. Incorporate regional competitions into extras-curricular and co-curricular classroom activities, allowing students to participate in events such as Science Olympiad, Robotics competitions, Math Bowl, Band competitions, and other similar experiences. Provide field trips that expand learning beyond the classroom as well as enrichment activities and assemblies.	$75,000.00	Yes
1.5	Student Academic Interventions	Provide additional support to students through in-class and small-group, targeted, interventions provided by instructional aides working under the supervision of a certificated staff member. Include targeted ELD interventions for EL and LTEL students in small group programs. Title I funding included LREBG Funding for TOSA LEARNING RECOVERY BLOCK GRANT INFORMATION: The district will have $434,419 in unspent Learning Recovery Block Grants at the end of the 2025-26 school year and will expend $120,000 of LREBG funds will be used with success measured by CAASPP ELA and Math results over the three year period.	$600,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This was chosen as allowable expenditures in the category of Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning. It is designed as an evidence based solutions to address Academic Achievement as identified in the Educational Partners needs assessment process. They rely on the research behind implementation of Multi Tiered Systems of support and support the Tier One interventions and differentiation required to effectively implement MTSS at all three levels. Effectiveness measured by Metrics 1 and 3 (SBAC ELA and math scores)		
1.6	Reduce Class Sizes	Maintain lower teacher: student ratios to support differentiation and Tier One interventions in the classroom. Focus on K-3 for early interventions to close equity gaps.	$1,166,500.00	Yes
1.7	Visual and Performing Arts	Increase access to a broad course of study with a music program offered to students.	$121,200.00	Yes
1.8	Data Guided Systems	Utilize an electronic data management system to track student progress on local and state assessments, to be utilized by instructional staff to plan interventions and enrichment for individual students, and also to evaluate instructional strategies and plan lessons based on student results.	$16,500.00	Yes
1.9	Technology Literacy	Support student development of 21st Century skills, allowing them to access research, analyze sources, and utilize educational resources. Refine and evaluate progress through a systemic scope and sequence of skill development through the grade spans.	$12,910.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Career Technical Education	Provide career awareness instruction by adding an elective for grades 7 and 8 as well as incorporating CTE exploration activities into the after school, summer, and intersession programs. Prop 28, CYBHI Grant, ELOP, and CTEIG funding included	$270,900.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The school will be a place that is conducive to learning; where parents, students, and staff feel safe, engaged, and connected.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Providing a conducive learning environment continues to be a focus because Chronic Absenteeism needs to improve as 15% of all students were chronically absent in 23-24 and/or there needs to be a reduction in the suspension rate for SED, ELs and White student groups as they were ORANGE on 2023 Ca Dashboard

This goal addresses important strategies that schools can apply to mitigate gaps created by poverty and experienced by our unduplicated count students at Palo Verde. They include mitigating:

- --health and developmental issues,
- --literacy gaps due to family resources,
- --lack of college information/background, and
- --lower career aspirations/self-efficacy.
- --Few community assets available (libraries, social activities, cultural activities, sports and recreation outlets, etc)
- -Fewer school resources (such as guidance counselors, mentors, information resources, certificated school nurses, libraries

As a regular part of the implementation and update process, the educational partners monitor and review metrics, actions, and trends related to this goal. Partners continue to affirm the statement of need for this goal.

Palo Verde was successful last year with the reduction of Chronic Absenteeism by approximately half and maintained good rates for suspension, drop out, and expulsion results so this goal and its actions are being continued.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintenance of Facilities Annual Facilities Inspection Tool Rating	100% rated " Good" 2023-24 FIT Report	100% of areas rated " Good" Overall facilities rating "Exemplary" 2024-25 FIT Report	100% of areas rated " Good" Overall facilities rating "Exemplary" 2025-26 FIT Report	Maintain 100% of inspection items rated "Good"	No change Goal Met
2.2	Chronic Absenteeism Rate CA School Dashboard	15.4 % All Students 14.1% English Learners 17.2% SED 15.4% Hispanic 14.3% White 32.4% SWD Foster Youth data not reported due to smalls subgroup size December 2023 Dashboard	9.8% All Students 8.8% English Learners 10.1% SED 9% Hispanic 23.5% White 8.6% SWD LTEL- 6.1% (new baseline) Homeless- 12.5% (new baseline) Foster Youth data not reported due to smalls subgroup size December 2024 Dashboard	9.6% All Students 8.1% English Learners (decrease 0.6%) 8.5% SED (decrease 1.6%) 9% Hispanic (maintained 0%) 17.2% White (decrease 6.3% 9.8% SWD (improved 1.2%) LTEL- 2.9% (Decrease 3.1%) Homeless- 11.8% (decrease 0.7%) Foster Youth data not reported due to smalls subgroup size December 2025 Dashboard	10.0% All Students 10.0% English Learners 11.0% SED 11% Hispanic 15.0% SWD 20% white Foster Youth- TBD Based on ultimate baseline 5%- LTEL new target set in 2025 6%- Homeless new target set in 2025	All Students decreased 5.8% EL decreased 6% SED decreased 8.7% Hispanic decreased 6.4% SWD decreased 22.6% White increased 2.9% LTEL Decreased 2.9% Homeless- Decreased 1.4%
2.3	Suspension Rate CALPADS Report	1.7% All Students 1.9% English Learners 2.1% SED 1.6% Hispanic 2.6% White	0.9% All Students 0.4% English Learners 0.8% SED 0..4% Hispanic	1.1% All Students 0.9% English Learners 1% SED 1% Hispanic	1.4 % All Students 1.4 % English Learners 1.5 % SED 1.4% Hispanic	All Students decreased 0.6% EL decreased 1% SED decreased 1.%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0 % SWD Foster Youth data not reported due to smalls subgroup size December 2023 Dashboard	5.7% White 0% SWD LTEL- 2.9% (new baseline) Homeless- 5.9% (new baseline) Foster Youth data not reported due to smalls subgroup size December 2024 Dashboard	2.9% White 2.4% SWD 2.9% LTEL 0% Homeless Foster Youth data not reported due to smalls subgroup size December 2025 Dashboard	1.5% White 0 % SWD Foster Youth- TBD Based on ultimate baseline 1.4%- LTEL new target set in 2025 3% - Homeless new target set in 2025	Hispanic decreased 0.6% White increased 0.3% SWD increase 2.9% LTEL-No change Homeless- Decreased 5.9% Foster Youth data not reported due to smalls subgroup size
2.4	Drop Out Rate CALPADS Report	0% 2023-2024 CALPADS Report	0% 2024-25 CALPADS	0% 2025-26	Maintain 0%	No change
2.5	Expulsion Rate CALPADS Report	0% 2023-2024 CALPADS Report	0% 2024-25 CALPADS	0% 2025-26	Maintain 0%	No change
2.6	Feelings of Connectedness Agree or strongly agree they feel connected to the school Annual Survey	78% of Parents 84% of Students 85% of Teachers 2024-2025 Survey new baseline	78% of Parents 84% of Students 85% of Teachers 2024-25 Baseline data	86% of Parents 77% of Students 50% of Teachers 2026 Survey	90% of Parents 90% of Students 90% of Teachers new targets established 2025	Parents increased 8% Students decreased 7% Teachers decreased 35%
2.7	Feelings of Safety Agree or strongly agree they feel school is a safe place	85% of Parents 80% of Students 85% of Teachers 2024-2025 Survey new baseline	85% of Parents 80% of Students 85% of Teachers 2024-25 Baseline data	86% of Parents • Students and teacher data not available	90% of Parents 90% of Students 90% of Teachers new targets established 2025	Parents increased 1% Student and teacher 2 year comparisons not available due to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				for the 2025-26 year 2025-26		error in survey formatting.
2.8	Feelings of Engagement Agree or strongly agree they feel a sense of engagement in school	85% of Parents 80% of Students 85% of Teachers 2024-2025 Survey new baseline	85% of Parents 80% of Students 85% of Teachers 2024-25 Baseline data	100% of Parents 61% of Students 100% of Teachers 2025-26	94% of Parents 90% of Students 94% of Teachers new targets established 2025	Parents increased 15% Students decreased 19% Teachers increased 15%
2.9	Student: Device ratio maintained. Based on CBEDS enrollment and chromebook inventory	1:1 2023-2024	1:1 2024-25	1:1 2025-26	Maintain 1:1	Maintained- no change
2.10	Total Attendance Rate Calpads report 14.2 calculated	All Students 94.9% White 93.64% Hispanic 91.43% English Learner 94% SED 94% 2023-2024	All Students 93.9% White 92.2% Hispanic 91.0% English Learner 92.2% SED 94% 2024-25	All Students 94% White 96% Hispanic 94% English Learner 95% SED 97% 2025-26	All Students 97% White 97% Hispanic 97% English Learner 97% SED 97%	All decreased 0.9% White increased 2.36% Hispanic increased 3.57% English Learners increased 1% SED increase 3%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There were no notable challenges or successes in implementation of this goal and its actions.
The actions within this goal were fully implemented as planned

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The 2025-26 LCAP contained no actions with a planned percentage of improved services.
Goal 2, Action 6 overspent by $106,919 (Tech Support) due to additional staffing costs, contracted services, and equipment replacement that was more than anticipated

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Actions related to improving attendance: Effective based on maintaining high rate of students in attendance (metrics #2.10) over past couple of years, and reduced chronic absenteeism. Mixed effectiveness on connectedness (#2.6)
Action 1- Parent Engagement
Action 3- Parent Training
Action 4- Home to School Communication

Actions related to improving chronic absenteeism rates (Metric #2): Effective based on significant decreases in chronic absentee rates for all subgroups
Action 4- Home to School Communication
Action 6- Safety Equipment and Training
Action 7- Student Health Supports
Action 8- Attendance Supports

Action 6- Safety Equipment and training (Metric 2.7- Feelings of safety)- only slightly successful so far, so further evaluation is needed on potential training and services to continue increasing feelings of safety for parents. Due to survey error, staff and student ratings not available to compare.

Actions 2 and 9- Student Recognition & Character Development/ SEL- Suspension rates remain low, overall, for all unduplicated student groups. This action was effective for the targeted populations. (Metrics # 2.3 and 2.10)

Action 5- Technology Support- This action was effective in maintaining equitable access to all students for online curriculum materials and technology assisted instructional services. (Metric #2.9)

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Budgeted expenditures have been updated throughout the plan.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement	Facilitate parent engagement and event attendance by providing childcare, food, transportation and other supports, enabling them to participate in after school hour activities including Adult Education offerings, Back to School Night, Open House, Parent Conferences, Family Literacy Night, Family Math Night, SSC Meetings, ELAC Meetings and other related events.	$18,600.00	Yes
2.2	Student Recognition and Celebrations	Encourage student achievement and partnerships with parents by providing awards, incentives and events throughout the school year.	$29,000.00	Yes
2.3	Parent Training	Maintain after school classes, parent workshops, and courses for parents in English language, computer literacy, and other needed areas.	$11,900.00	Yes
2.4	Home to School Communication	Maximize home-school partnership opportunities by maintaining a variety of communication mediums including website, Teleparent, mailings, and other tools.	$18,075.00	Yes
2.5	Technology Support	Support equity for all students in utilizing modern instructional technology tools by maintaining a ratio of 1:1 devices and providing full "internet and digital" access for all of Palo Verde teaching and learning community. Include upgraded library software and internet filtering tools to support student learning and safety. Provide support staff to maintain and troubleshoot device issues, as well as maintain the network and access points.	$341,000.00	Yes
2.6	Safety equipment and training	Ensure all educational partners feel safe on campus by implementing the school safety plan, including trainings and equipment upgrades, as well as maintaining a safe physical campus environment.	$62,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Student Health Supports	Support students' physical and mental well-being. Maintain LVN services to work with students and families on issues related to individual and whole-site health/safety provide training supports, and coordinate with health care professionals for student health plans.	$124,000.00	Yes
2.8	Attendance Intervention and Family Support	Maintain Student Attendance Review Board to meet with Chronically Absentee students and their parents to determine barriers to school attendance. The Board will work to address those barriers in partnership with parents and ensure students have access to their right to an education. Provide support staff members to do parent outreach, home visits, provide referrals to community resources, and maintain necessary records to monitor student attendance, progress, and communications.	$168,350.00	Yes
2.9	Character Development/ Social Emotional Skills	Implement and sustain Character Counts program schoolwide, including Anti-Bullying programs that include staff training, materials, and support curriculum.	$8,300.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,282,952	$297,165

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.468%	0.000%	$0.00	40.468%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Reading Intervention **Need:** 2023-24 ELA CAASPP results: ALL Students- 14.5 Points Below Standard English Learners- 27.4 points below Standard Socio-economically disadvantaged- 14.2 Points Below Standard Hispanic Students- 15.1 points below standard	Provides reading and ELA interventions targeted at student group needs of the EL and SED subgroups. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#1.1- CAASPP ELA- Average Scale Score (FY, EL, SED, SWD, ALL)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students with Disabilities- 141.9 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1) While ELA scores have been rising, they are all still below standard and the English Learner subgroup still maintains a significant gap in performance from the all student group, based on the CAASPP. Our interventions hae been successfull in bringing up the ELA scores and need to be continued to bring our unduplicated student groups up to standard. **Scope:** LEA-wide		
1.2	**Action:** Professional Development **Need:** CAASPP Math Results 2023-24 ALL Students- 22.7 Points Below Standard English Learners- 25.2 points below standard Socio-economically disadvantaged- 22.8 Points Below Standard Hispanic Students-21.1 points below standard Students with Disabilities- 166.5 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1) LTEL- 71.6 points below standard 2023-24 ELA CAASPP results:	Provides professional development based on identified needs of unduplicated students after staff input and analysis of unduplicated student performance data. In particular, the focus on integrated ELD strategies and pre-planning instruction to meet the needs of English Learners and LTEL learners during Tier One instruction is needed to bridge the performance gap for these student groups in ELA and math. Teacher quality and professional development have been shown through research to have the strongest effect on student performance. By selecting evidence-based instructional practices designed to meet the needs of unduplicated students-specifically addressing Tier One and Tier Two intervention strategies, and reinforcing those learnings with coaching and classroom	#1.1- CAASPP ELA Results- All students, EL and LTEL #1.3- CAASPP Math Results- All students, EL, and LTEL # 1.12- ELPI- EL and LTEL #1.13- Reclassification to Fluent- EL and LTEL

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ALL Students- 14.5 Points Below Standard English Learners- 27.4 points below Standard Socio-economically disadvantaged- 14.2 Points Below Standard Hispanic Students- 15.1 points below standard Students with Disabilities- 141.9 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1) LTEL- 40 points below standard Teachers and administrators report a need for targeted trainings to help them support unduplicated student academic achievement and particularly focused on reducing the performance gap by meeting the diverse and evolving needs of unduplicated students, English Learners and SED students. In particular, the gap for EL students in Math and EL results on the CAASPP show a continuing need to support our teachers in effective Integrated ELD instructional strategies and planning for EL and LTEL needs. **Scope:** LEA-wide	walkthroughs, we will be providing staff with quality professional development and supports to meet student needs. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
1.3	**Action:** Supplemental Instructional Materials **Need:** CAASPP Math Results 2023-24	Provides additional materials for unduplicated students to develop skills in targeted areas where core materials are lacking and also allows diverse representation in materials used which allows our students to better connect with the subject matter. In particular, provide instructional materials	#1.1- CAASPP ELA Results- All students, EL and LTEL #1.3- CAASPP Math Results- All students, EL, and LTEL

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ALL Students- 22.7 Points Below Standard English Learners- 25.2 points below standard Socio-economically disadvantaged- 22.8 Points Below Standard Hispanic Students-21.1 points below standard Students with Disabilities- 166.5 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1) LTEL- 71.6 points below standard 2023-24 ELA CAASPP results: ALL Students- 14.5 Points Below Standard English Learners- 27.4 points below Standard Socio-economically disadvantaged- 14.2 Points Below Standard Hispanic Students- 15.1 points below standard Students with Disabilities- 141.9 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1) LTEL- 40 points below standard Teachers have analyzed the existing core instructional materials that were approved by the CDE more than eight years ago and determined that they do not provide the necessary support materials for instruction and practice in the areas our unduplicated students struggle in the most. They also do not adequately represent our students in the stories and examples, which creates engagement and understanding issues for English Learner, Socioeconomically	representing our EL and LTEL population and designed to meet their specific needs for vocabulary development, graphic representations, and incorporating the strategies from professional development (Action 1.2) above. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	# 1.12- ELPI- EL and LTEL #1.13- Reclassification to Fluent- EL and LTEL

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	disadvantaged, and Foster Youth children as well as Hispanic and Students with Disabilities. **Scope:** LEA-wide		
1.4	**Action:** Student extra-curricular and co-curricular extension activities. **Need:** Access to a Broad Course of Studies "Met" per local indicator based on student schedule analysis and site master schedule December 2023 Dashboard SED and English Learner student and parent feedback indicates the need to continue engaging students in opportunities to expand their knowledge and reach beyond local boundaries with regional competitions, interaction with other school district students, and opportunities to share their work with a larger audience in order to expand their current, socioeconomically limited, world view. Due to our rural location, family financial constraints, and family transportation issues, providing these opportunities at our site, or paying the fees/costs associated with participating for our students is the only way to provide them with these experiences that enrich their learning and connection to school.	Provides access for unduplicated students to participate and provides staff to prepare students, regardless of foster youth/ socio-economic status and provides staff to prepare students, including English Learners, who may require more coaching support to feel comfortable competing in larger groups outside of their own classmates. Additionally, the district will continue to ensure equitable access to co-curricular and extra-curricular activities for all students, fostering their holistic development and enriching their educational opportunities. This equity-based approach that eliminates family financial means as a determining factor for students receiving enrichment opportunities is particularly beneficial for unduplicated pupils, including foster youth, English learners, and low-income students, as it promotes inclusivity and supports their engagement and success in a well-rounded educational experience on an LEA-wide basis. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	#1.6 Student access to a Broad Course of Study Local Indicator- CA Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.5	**Action:** Student Academic Interventions **Need:** CAASPP Math Results 2023-24 ALL Students- 22.7 Points Below Standard English Learners- 25.2 points below standard Socio-economically disadvantaged- 22.8 Points Below Standard Hispanic Students-21.1 points below standard Students with Disabilities- 166.5 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1) 2023-24 ELA CAASPP results: ALL Students- 14.5 Points Below Standard English Learners- 27.4 points below Standard Socio-economically disadvantaged- 14.2 Points Below Standard Hispanic Students- 15.1 points below standard Students with Disabilities- 141.9 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1) Teachers have noted in feedback, and in their analysis of the academic data that unduplicated students require additional Tier II and Tier III supports/ interventions to close the achievement gap.	Provides in-class instructional assistance with instructional aides working with individual and small-groups to provide more targeted Tier II/ III math and ELA intervention supports for EL, FY, SED students, under the direction of the teacher. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#1.1- CAASPP ELA Results- disaggregated #1.3- CAASPP Math Results- disaggregated

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.6	**Action:** Reduce Class Sizes **Need:** CAASPP Math Results 2023-24 ALL Students- 22.7 Points Below Standard English Learners- 25.2 points below standard Socio-economically disadvantaged- 22.8 Points Below Standard Hispanic Students-21.1 points below standard Students with Disabilities- 166.5 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1) 2023-24 ELA CAASPP results: ALL Students- 14.5 Points Below Standard English Learners- 27.4 points below Standard Socio-economically disadvantaged- 14.2 Points Below Standard Hispanic Students- 15.1 points below standard Students with Disabilities- 141.9 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1) Principal, teacher and parent educational partner input noted that complicated combination class configurations and larger class sizes would make it more difficult to	Reduces class sizes in the lower grades to allow teachers to focus on early literacy and numeracy skills and close the achievement gaps in the unduplicated student population. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#1.1- CAASPP ELA Results- disaggregated #1.3- CAASPP Math Results- disaggregated

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	meet the diverse needs of the unduplicated students and appropriately differentiate instruction at the Tier One level. Staff and parents report the need for smaller group instruction and more targeted instructional planning/ delivery. The results of our performance data analysis shows that our unduplicated students including English Learners, SED have significant performance gaps in ELA and math that require long-term intervention strategies starting at the earliest grade levels, in order to improve. **Scope:** LEA-wide		
1.7	**Action:** Visual and Performing Arts **Need:** Access to a Broad Course of Studies "Met" per local indicator based on student schedule analysis and site master schedule December 2023 Dashboard Expands Broad Course of Study to engage students and provide career-technical skill development as well as content area ELA skill development. In examining the needs of our English Learner, SED, and SWD subgroups, the need for increased contextualized learning	Increases student engagement and opportunities for contextualized learning of communication and math skills. Provides an additional elective for students in middle school as well as additional exposure to music instruction for elementary students, expanding the broad course of study to meet unduplicated student interests. By offering music programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	#1.6- Student access to a Broad Course of Study Local Indicator- CA Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	opportunities was noted by staff, parents, and students. Music is a high interest area for our middle school unduplicated students and the study of music also promotes stronger communication skills (ELA) and math skills, per educational research. Parents and community members have identified the need to address student interests in the elective program through the offering of instructional time aligned with California State Standards for Visual and Performing Arts. **Scope:** LEA-wide		
1.8	**Action:** Data Guided Systems **Need:** CAASPP Math Results 2023-24 ALL Students- 22.7 Points Below Standard English Learners- 25.2 points below standard Socio-economically disadvantaged- 22.8 Points Below Standard Hispanic Students-21.1 points below standard Students with Disabilities- 166.5 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1) 2023-24 ELA CAASPP results: ALL Students- 14.5 Points Below Standard	Provides tools for data collection, reporting, and analysis for teachers, aides, and administration to use for student interventions and program evaluations. This action was designed primarily to meet the identified needs of our unduplicated student groups, however all students will benefit from the services provided. We anticipate the greatest benefits from our unduplicated student groups as a result of this action.	#1.1- CAASPP ELA Results- disaggregated #1.3- CAASPP Math Results- disaggregated

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners- 27.4 points below Standard Socio-economically disadvantaged- 14.2 Points Below Standard Hispanic Students- 15.1 points below standard Students with Disabilities- 141.9 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1) Our unduplicated students continue to perform below grade level, in math and ELA. In order to implement evidence-based interventions, our teachers have identified an ongoing need for timely, targeted, and disaggregated data from their ongoing common formative assessments. The data from these systems will drive interventions as well as keep students and parents informed of student progress towards grade level standards and personal goals. **Scope:** LEA-wide		
1.9	**Action:** Technology Literacy **Need:** 100% of students showed grade level proficiencies 2023-2024 Data on technology standards Teachers and SED/ EL parents, as well as community leaders note the need for	Provides focused instructional materials and tools for 21st century technology skills that will provide greater equity for unduplicated students to manage the demands of high school, post-secondary training/college, and careers. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions	#1.7- Percent of students who demonstrate proficiency in digital skills embedded in state standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	increasing technology skills beyond "texting" and smart phone use, that students need to develop for post-secondary success. This has been identified as a particular issue in the socio-economically disadvantaged subgroup due to their reliance on smartphones as their link to internet, research tools, communication systems, etc. In today's educational and workforce systems, basic technology skills are crucial for the unduplicated students to master in order to be capable of success. Teachers have identified the need to further unpack the grade level standards and the technology expectations that align with them in order to better prepare unduplicated students for a technology rich world. **Scope:** LEA-wide	taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
1.10	**Action:** Career Technical Education **Need:** Analysis of local academic achievement data and the 2025–26 California School Dashboard reveals significant performance gaps and disengagement among unduplicated student populations. Baseline data for middle school career technical engagement (Metric 1.14) indicates	Career Technical hands-on modules provide engaging opportunities to expand their awareness of job skills and opportunities. The programs are designed to support leadership, critical thinking, project management, communication, time management, and other work-related skills. Additionally, they incorporate writing, reading, listening, speaking, and mathematics into the units to reinforce and provide context for academic curriculum. As a single-site elementary district serving a high percentage of unduplicated pupils, specifically	1.14- student participation in CTE electives and expanded learning experiences

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that 0% of 7th and 8th-grade students currently participate in structured Career Technical Education (CTE) electives or formal career awareness activities. Input gathered during educational partner consultation further emphasizes that unduplicated students, who face socio-economic barriers and limited access to community-based career resources, require meaningful real-world applications of academic standards to improve engagement and academic achievement. **Scope:** LEA-wide	89% Socioeconomically Disadvantaged students and 41% English Learners, implementing this initiative on an LEA-wide basis ensures equitable access for all middle grade students while maximizing direct, high-impact benefits for unduplicated pupils who lack external access to career enrichment opportunities.	
2.1	**Action:** Parent Engagement **Need:** Attendance All Students 94.9% White 93.64% Hispanic 91.43% English Learner 94% SED 94% 2023-2024 Attendance continues to be lower than Pre-COVID rates, overall and for unduplicated student groups. Teachers and families indicate the need to feel welcome on the school campus and to continue the development of trusting and	Increases profile of the school as a welcoming and supportive place for our unduplicated students and their families. Reduces hesitancy for SED and EL parents in interactions with school staff. Improves relationships and communication to advance partnerships for student attendance and achievement. Provides time together and shared experiences between students, teachers, and parents to promote positive relationships. Provides education for parents on topics such as safety, literacy, and supporting their student's social-emotional needs. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#2.6- Percent of parents, staff, and students who report feeling connected to school. #2.10- Attendance Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	positive relationships that promote partnering for student attendance and achievement. There is a need to continue building parent engagement to consistently expand the strong partnership in order to maintain Palo Verde's high attendance rate. **Scope:** LEA-wide		
2.2	**Action:** Student Recognition and Celebrations **Need:** Suspension Rates 1.7% All Students 1.9% English Learners 2.1% SED 1.9% English Learners 2.6% White 0 % SWD Foster Youth data not reported due to smalls subgroup size December 2023 Dashboard In handling behavior of students, it is important to address motivation and the building of supportive, positive relationships between the home and school communities. Unduplicated parents and students report a general feeling of disengagement and discouragement in students that continues to	Provides for positive reinforcements for good behavior and citizenship on campus and at school events. Recognizes growth, progress, achievement and adds motivation to continue academic/ behavioral improvement efforts. Provides an opportunity for parents, school, and student to come together to recognize the student's accomplishments and build collaborative relationships and positive connections to the school site. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#2.10- Suspension rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	impede student progress and there is particular interest in positive promotions for behavior and citizenship that increase feelings of safety and partnership with home. **Scope:** LEA-wide		
2.3	**Action:** Parent Training **Need:** Attendance Rate All Students 94.9% White 93.64% Hispanic 91.43% English Learner 94% SED 94% 2023-2024 In order to increase attendance, there is a need to continue building the the home-school partnership, promoting attendance and the importance of academic skill development. Unduplicated families, students, and our staff have determined there is an ongoing need for activities involving parents and bolstering their parenting and personal academic tools. The targeted needs include:	Provides opportunities for parents to work together with school staff, in areas that support their own development as well as allowing them to better partner for their student's success. While this action is being implemented LEA wide as overall parent outreach, it is primarily directed at the needs of unduplicated students to ensure feedback related to their ongoing needs and diverse challenges, and is anticipated to have the greatest positive effect on those subgroups.	Percent of Parents and students who report feeling connected to school. Annual Survey #2.10- Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• understanding the connection between health, mental health, attendance and school success. • supporting parents to develop their own skills in technology and academic areas so they can help their children. -supporting parenting strategies, that encourage responsibility and age-appropriate child development of independence and critical thinking. -address safety and mental health needs of students and families. These areas, in particular, have been identified by unduplicated parents and staff as a need to assist parents in partnering with the school for their child's success. **Scope:** LEA-wide		
2.4	**Action:** Home to School Communication **Need:** Chronic Absenteeism Rates 2023-24 15.4 % All Students 14.1% English Learners 17.2% SED 15.4% Hispanic 14.3% White 32.4% SWD Foster Youth data not reported due to smalls subgroup size	Maintains and builds on communication systems for home to school partnerships that alert families to services, events and information related to attendance, health and student academic success. Maintains consistent methods of communication with parents that meet their diverse communication needs/ use of communication tools. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains	#2.6- Annual Survey- connectedness to school parents, student, teachers #2.2- Chronic Absenteeism rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In analysis of attendance data and ongoing discussions between unduplicated families and our staff, there is a continuing need for consistent and timely communication in a variety of formats to meet the diverse needs of our SED, EL,and FY families and help them be aware of/ access services to support them. The challenges with reaching unduplicated student families who are working multiple jobs, agricultural position, or have limited communication access necessitate all messaging districtwide to use a variety of mediums. **Scope:** LEA-wide	on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population. .	
2.5	**Action:** Technology Support **Need:** Chromebook Ratio: Students 2023-2024 1:1 There is a need to maintain consistent technology device use for our students, and there are challenges with technology access at home for our unduplicated students that makes school distributed devices necessary. Teachers, unduplicated students, and their parents report difficulty with students' devices at home being able to access educational	Ensures all students have a current, working device that can be used to adequately access educational technology tools, research topics, communicate with instructors, monitor their grades, and complete writing assignments. Provides consistency among students in device capabilities that allows the school and staff to ensure all students can complete the work and access the curriculum tools online. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of	#2.9- Chromebook to student ratio- maintain 1:1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	technology and be effectively utilized for writing and other academic assignments. Many of our unduplicated students report that they use smart phones as their primary technology tool. The small screen and issues with formatting create an equity issue in this area. **Scope:** LEA-wide	students, promoting equity and success across the entire student population.	
2.6	**Action:** Safety equipment and training **Need:** Chronic Absenteeism 15.4 % All Students 14.1% English Learners 17.2% SED 15.4% Hispanic 14.3% White 32.4% SWD 2023-2024 Survey - feeling of safety on campus % of Parents % of Students % of Teachers 2024-2025 Survey will establish a new baseline	Promotes increased safety on campus and improvement of the unduplicated students' and parents feelings of safety in order to decrease school avoidance based on safety anxiety and related issues. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#2.7 Parent, student, teacher feelings of safety on campus. #2.2- Chronic Absenteeism Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In discussions with families about attendance, our unduplicated families shared concerns about safety as a barrier to regular attendance. This manifests as anxiety for parents and/or unduplicated students which creates physical symptoms such as stomache aches, headaches, etc. and results in school avoidance as an issue impeding regular school attendance. In order to increase student and parents feeling of safety on campus there is a continuing need to update and maintain safety equipment, services, and training. Areas identified by the safety committee include updated server equipment for camera systems, staff trainings, and additional security materials. In addition, communicating these ongoing safety measures so that unduplicated students, parents, and community are aware of it will promote increasing feelings that the school is a safe place to be. **Scope:** LEA-wide		
2.7	**Action:** Student Health Supports **Need:** Chronic Absenteeism Rates 2023-24 15.4 % All Students 14.1% English Learners	Provides staff for on-site medical supports and to liaison with off-site medical offices to manage student care/ health plans on campus, and keeps students in school during minor health issues (colds, allergies, asthma, diabetes, etc.) Provides a sense of safety for unduplicated parents of students with chronic or severe health	#2.2- Chronic Absenteeism (SED, EL, SWD)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	17.2% SED 15.4% Hispanic 14.3% White 32.4% SWD Foster Youth data not reported due to smalls subgroup size SED and EL families report barriers to attaining basic health consultations and advice that would help manage student care, helping them to consistently be at school, reducing absenteeism. Due to our rural location, there is a shortage of local health and mental health providers that take Medi-Cal and/or sliding scale fees that our EL and SED families can utilize. **Scope:** LEA-wide	issues that allows them comfort sending them to school more regularly. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
2.8	**Action:** Attendance Intervention and Family Support **Need:** Chronic Absenteeism Rates 2023-24 15.4 % All Students 14.1% English Learners 17.2% SED 15.4% Hispanic 14.3% White 32.4% SWD Foster Youth data not reported due to smalls subgroup size	Provides staffing to work with families on barriers to regular school attendance, family education about the effects of attendance on academic performance, and to enforce attendance laws to ensure every student's right to an education. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#2.2- Chronic Absenteeism (SED, EL, SWD)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated student attendance is still low post-COVID with very high chronic absenteeism rates. Discussions with unduplicated families of chronically absentee students shows a need for: • More awareness of the effects of regular school attendance • Awareness of the legal requirements for school attendance • Support services to assist families in reducing unique situational barriers to regular attendance. Research shows a strong connection between attendance, particularly in the elementary grades, and academic success. School attendance is strongly linked to reading scores, drop-out rates, and lifelong social-emotional health. **Scope:** LEA-wide		
2.9	**Action:** Character Development/ Social Emotional Skills **Need:** Suspension Rates 2023-24 1.7% All Students 1.9% English Learners 2.1% SED 1.9% English Learners 2.6% White 0 % SWD	Provides behavioral health supports to students, recognition for positive behavior, support for teachers to explicitly teach Social-Emotional skills, and family education programs to support student success. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#2.3- Suspension rates (SED, FY, SWD, EL)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth data not reported due to smalls subgroup size Post COVID unduplicated student suspension and referral data indicates issues with overall student social-emotional skill development. Our behavioral issues have been decreasing with the use of Character Counts. In order to address this, teachers note the continuing need for materials to help them explicitly teach skills in this area. **Scope:** LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Palo Verde is a single school district.

The following LCAP actions increased the number of staff providing direct services to our school.

Action 1.1- Reading Intervention services
Action 1.5- Additional Instructional Aide Supports/ Interventions
Action 1.6- Additional teaching FTE to reduce class sizes
Action 2.8- Staff to work with students and families on attendance supports

The cost of this includes not only the additional concentration grant funding, but other portions of our LCFF funding to cover the costs.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,641,430	2,282,952	40.468%	0.000%	40.468%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,762,185.00	$360,900.00	$0.00	$226,875.00	$3,349,960.00	$2,537,050.00	$812,910.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Reading Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$140,000.00	$0.00	$60,000.00			$80,000.00	$140,000.00	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$56,200.00	$26,875.00	$56,200.00			$26,875.00	$83,075.00	
1	1.3	Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$82,650.00	$82,650.00				$82,650.00	
1	1.4	Student extra-curricular and co-curricular extension activities.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$15,000.00	$60,000.00	$75,000.00				$75,000.00	
1	1.5	Student Academic Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$600,000.00	$0.00	$360,000.00	$120,000.00		$120,000.00	$600,000.00	
1	1.6	Reduce Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,166,500.00	$0.00	$1,166,500.00				$1,166,500.00	
1	1.7	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$106,200.00	$15,000.00	$121,200.00				$121,200.00	
1	1.8	Data Guided Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$16,500.00	$16,500.00				$16,500.00	
1	1.9	Technology Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$12,910.00	$12,910.00				$12,910.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Career Technical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2029	$190,900.00	$80,000.00	$30,000.00	$240,900.00			$270,900.00	
2	2.1	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$18,600.00	$18,600.00				$18,600.00	
2	2.2	Student Recognition and Celebrations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$29,000.00	$29,000.00				$29,000.00	
2	2.3	Parent Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$11,900.00	$11,900.00				$11,900.00	
2	2.4	Home to School Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$18,075.00	$18,075.00				$18,075.00	
2	2.5	Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$341,000.00	$341,000.00				$341,000.00	
2	2.6	Safety equipment and training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$62,000.00	$62,000.00				$62,000.00	
2	2.7	Student Health Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$97,000.00	$27,000.00	$124,000.00				$124,000.00	
2	2.8	Attendance Intervention and Family Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$165,250.00	$3,100.00	$168,350.00				$168,350.00	
2	2.9	Character Development/ Social Emotional Skills	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$8,300.00	$8,300.00				$8,300.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,641,430	2,282,952	40.468%	0.000%	40.468%	$2,762,185.00	0.000%	48.962 %	**Total:**	$2,762,185.00
								LEA-wide Total:	$2,762,185.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Reading Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
1	**1.2**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$56,200.00	
1	**1.3**	Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$82,650.00	
1	**1.4**	Student extra-curricular and co-curricular extension activities.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
1	**1.5**	Student Academic Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$360,000.00	
1	**1.6**	Reduce Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,166,500.00	
1	**1.7**	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth	All Schools	$121,200.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	Data Guided Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,500.00	
1	1.9	Technology Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,910.00	
1	1.10	Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
2	2.1	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,600.00	
2	2.2	Student Recognition and Celebrations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,000.00	
2	2.3	Parent Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,900.00	
2	2.4	Home to School Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,075.00	
2	2.5	Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$341,000.00	
2	2.6	Safety equipment and training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$62,000.00	
2	2.7	Student Health Supports	Yes	LEA-wide	English Learners Low Income	All Schools	$124,000.00	
2	2.8	Attendance Intervention and Family Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$168,350.00	
2	2.9	Character Development/ Social Emotional Skills	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,300.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,140,792.00	$3,108,074.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Reading Intervention	Yes	$140,000.00	185,080
1	**1.2**	Professional Development	Yes	$83,075.00	36,972
1	**1.3**	Supplemental Instructional Materials	Yes	$82,650.00	82,650
1	**1.4**	Student extra-curricular and co-curricular extension activities.	Yes	$75,000.00	75,000
1	**1.5**	Student Academic Interventions	Yes	$480,000.00	374,305
1	**1.6**	Reduce Class Sizes	Yes	$1,348,232.00	1,401,374
1	**1.7**	Visual and Performing Arts	Yes	$121,200.00	51,984
1	**1.8**	Data Guided Systems	Yes	$16,500.00	23,127
1	**1.9**	Technology Literacy	Yes	$12,910.00	12,910
2	**2.1**	Parent Engagement	Yes	$18,600.00	18,600
2	**2.2**	Student Recognition and Celebrations	Yes	$29,000.00	29,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	Parent Training	Yes	$11,900.00	11,900
2	**2.4**	Home to School Communication	Yes	$18,075.00	18,075
2	**2.5**	Technology Support	Yes	$341,000.00	341,000
2	**2.6**	Safety equipment and training	Yes	$62,000.00	168,919
2	**2.7**	Student Health Supports	Yes	$124,000.00	115,860
2	**2.8**	Attendance Intervention and Family Support	Yes	$168,350.00	153,018
2	**2.9**	Character Development/ Social Emotional Skills	Yes	$8,300.00	8,300

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,234,345	$2,732,185.00	$2,754,898.00	($22,713.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Reading Intervention	Yes	$60,000.00	55,983		
1	1.2	Professional Development	Yes	$56,200.00	12,316		
1	1.3	Supplemental Instructional Materials	Yes	$82,650.00	82,650		
1	1.4	Student extra-curricular and co-curricular extension activities.	Yes	$75,000.00	75,000		
1	1.5	Student Academic Interventions	Yes	$360,000.00	356,613		
1	1.6	Reduce Class Sizes	Yes	$1,166,500.00	1,219,643		
1	1.7	Visual and Performing Arts	Yes	$121,200.00	51,984		
1	1.8	Data Guided Systems	Yes	$16,500.00	23,127		
1	1.9	Technology Literacy	Yes	$12,910.00	12,910		
2	2.1	Parent Engagement	Yes	$18,600.00	18,600		
2	2.2	Student Recognition and Celebrations	Yes	$29,000.00	29,000		
2	2.3	Parent Training	Yes	$11,900.00	11,900		
2	2.4	Home to School Communication	Yes	$18,075.00	18,075		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.5**	Technology Support	Yes	$341,000.00	341,000		
2	**2.6**	Safety equipment and training	Yes	$62,000.00	168,919		
2	**2.7**	Student Health Supports	Yes	$124,000.00	115,860		
2	**2.8**	Attendance Intervention and Family Support	Yes	$168,350.00	153,018		
2	**2.9**	Character Development/ Social Emotional Skills	Yes	$8,300.00	8,300		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,554,388	2,234,345	8.514	48.741%	$2,754,898.00	0.000%	49.599%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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